



**ENHANCING THE READING ABILITY OF
THE ELEVENTH GRADE STUDENTS OF SOCIAL PROGRAM
IN MA HASAN KAFRAWI MAYONG JEPARA IN THE
ACADEMIC YEAR 2014/2015 THROUGH DEAR
(DROP EVERYTHING AND READ) TECHNIQUE**

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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2015**



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SKRIPSI

**Presented to the University of Muria Kudus
In Partial of the Requirements for Completing
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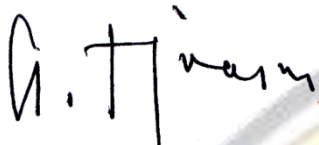
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2015**

ADVISOR'S APPROVAL

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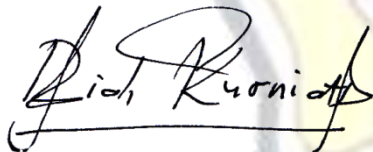
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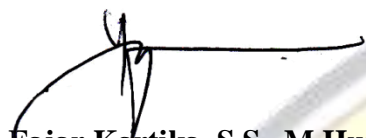
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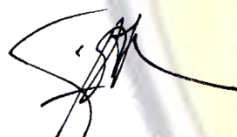
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MOTTO AND DEDICATION

MOTTO

- ✓ English is easy and fun
- ✓ Don't just saying, but do it
- ✓ We determine our future, no one can change it
- ✓ We are focus to the purpose

DEDICATION

This skripsi is dedicated for:

- ✓ His beloved parents (Arifin and Zumaroh) who always give their love, advice and pray for him. Thanks for all.
- ✓ His young brother "Aji Putra" and family who always give support for him.
- ✓ All his friends who always support and help for him.

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12. All of his friends of English Education Department thank for your help and motivation.

Kudus, July 1th, 2015

The Writer



ABSTRACT

Abshor, Ulil. 2015. *Enhancing the Reading Ability of the Eleventh Grade Students of Social Program in MA Hasan Kafrawi Mayong Jepara in the Academic Year 2014/2015 Through DEAR (Drop Everything And Read)*. Skripsi. English Education Department Teacher Training and Education Faculty of Muria Kudus University. Advisor: (i) Dr. H. A Hilal Madjdi, M.Pd. (ii) Atik Rokhayani, S.Pd., M.Pd.

Keywords: Reading Ability, DEAR

Reading is important language skill to be developed in the classroom. Reading is seen related to language subject only. Students rarely read for pleasure; they think that reading is part of textbook-related activity. The reading ability of the eleventh grade students of MA Hasan Kafrawi Mayong Jepara categorized sufficient. Most of students cannot reach the standard minimum (KKM) is 65. Therefore, the writer does the research to enhance the students reading ability. The writer use DEAR (Drop Everything And Read) to enhance the reading ability. DEAR is reading for pleasure that placed in reading time during school day.

This research aims to know if DEAR (Drop Everything And Read) can enhance the reading ability of the eleventh grade students of social program in MA Hasan Kafrawi Mayong Jepara in the academic year 2014/2015.

The method of the research is Classroom Action Research (CAR) with four steps. They are; planning, acting, observing, and reflecting. The subject of the research is the eleventh grade student's of social program in MA Hasan Kafrawi Mayong Jepara in the academic year 2014/2015.

There were two cycles in this research. After doing the cycles, the writer found that the student's reading ability increased in every cycle. The student's reading ability in cycle 1 is 71.47%. The enhancement from the last score to cycle 1 is 19.85%. The student's reading ability in cycle 2 is 80.52%. The enhancement from cycle 1 to cycle 2 is 9.05%. Besides the score, the activity in the class quiet good. The result shows that all students can reach the standard minimum and got excellent result in cycle 2. So, the writer decided to stop the research.

In cycle 1, the students felt confused when the activity of reading coming. They looked uninterested with the new technique. Besides that the teacher's explanation was unclear. So, it made the students cannot do the process smoothly. In cycle 2 the condition changed. The explanation of the teacher was clear; it made the students understand what they have to do. The students felt comfort and enjoy when reading time is coming. It caused they had already done the activity more than one. So, the problem in cycle 1 reduced in cycle 2, and the research stopped.

From the result of the research, the writer concluded that DEAR (Drop Everything And Read) can enhance the reading ability of the eleventh grade students of social program in MA Hasan Kafrawi Mayong Jepara in the academic year 2014/2015. Hopefully this study can give information for the teacher about the reading strategy and for the further researcher to do other research.

ABSTRAK

Abshor, Ulil. 2015. *Meningkatkan Kemampuan Membaca Siswa Kelas XI Progam Sosial di MA Hasan Kafrawi Mayong Jepara tahun pelajaran 2014/2015 melalui Tehnik DEAR*. Skripsi. Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (i) Dr. H. A Hilal Madjdi, M.Pd. (ii) Atik Rokhayani, S.Pd., M.Pd.

Kata kunci: Kemampuan Membaca, Tehnik DEAR

Membaca adalah keterampilan berbahasa yang penting untuk di kembangkan di dalam kelas. Membaca sering terlihat sebagai subyek bahasa saja. Siswa jarang membaca untuk kesenangan, mereka berfikir bahwa membaca adalah bagian dari buku teks. Kemampuan membaca siswa kelas XI IPS MA Hasan Kafrawi Mayong Jepara di kategorikan kurang memuaskan. Banyak siswa yang belum bisa mencapai standar minimal yaitu 65. Oleh karena itu, peneliti melakukan penelitian untuk meningkatkan kemampuan membaca siswa. Peneliti menggunakan tehnik DEAR untuk meningkatkan kemampuan membaca. Tehnik DEAR adalah membaca untuk kesenangan yang diletakkan pada waktu membaca selama jam pelajaran.

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan membaca siswa kelas XI program IPS di MA Hasan Kafrawi Mayong Jepara menggunakan Tehnik DEAR pada tahun pelajaran 2014/2015.

Metode penelitian ini adalah Penelitian Tindakan Kelas (PTK) dengan empat langkah. Yaitu; perencanaan, palaksanaan, pengamatan, dan refleksi. Subyek penelitian ini adalah siswa kelas XI program IPS di MA Hasan Kafrawi Mayong Jepara pada tahun pelajaran 2014/2015.

Ada dua siklus dalam penelitian ini. Setelah melaksanakan dua siklus, penulis menemukan bahwa kemampuan membaca siswa meningkat di setiap siklus. Kemampuan membaca siswa di siklus 1 adalah 71,47 persen. Peningkatan dari skor terakhir ke siklus 1 adalah 19,85 persen. Kemampuan membaca di siklus 2 adalah 80,52 persen. Peningkatan dari siklus 1 ke siklus 2 adalah 9,05 persen. Selain nilai, aktivitas di dalam kelas juga bagus. Siswa merasa nyaman dan menikmati ketika saat membaca tiba. Hasil diatas menunjukkan bahwa semua siswa dapat mencapai standar minimal dan mendapatkan hasil yang bagus di siklus 2. Sehingga, penulis memutuskan untuk menghentikan penelitian.

Pada siklus 1, siswa merasa bingung ketika waktu membaca dimulai. Mereka terlihat tidak tertarik dengan teknik yang baru. Di samping itu, penjelasan dari guru juga kurang jelas. Sehingga membuat siswa tidak dapat melakukan aktivitas nya dengan baik. Di siklus 2, kondisinya telah berubah. Penjelasan guru menjadi jelas sehingga siswa dapat memahami apa yang harus di lakukan. Siswa merasa nyaman ketika waktu membaca tiba. Hal itu di sebabkan karena mereka telah melakukannya lebih dari satu kali. Sehingga permasalahan di siklus 1 berhasil di hilangkan dalam siklus 2. Dan penelitian di hentikan.

Dari hasil penelitian, penulis menyimpulkan bahwa DEAR dapat meningkatkan kemampuan membaca siswa kelas XI program IPS di MA Hasan

Kafrawi Mayong Jepara pada tahun pelajaran 2014/2015. Semoga penelitian ini apat member informasi tentang strategi pengajaran membaca dan peneliti yang lain untuk melakukan penelitian yang lebih lengkap.



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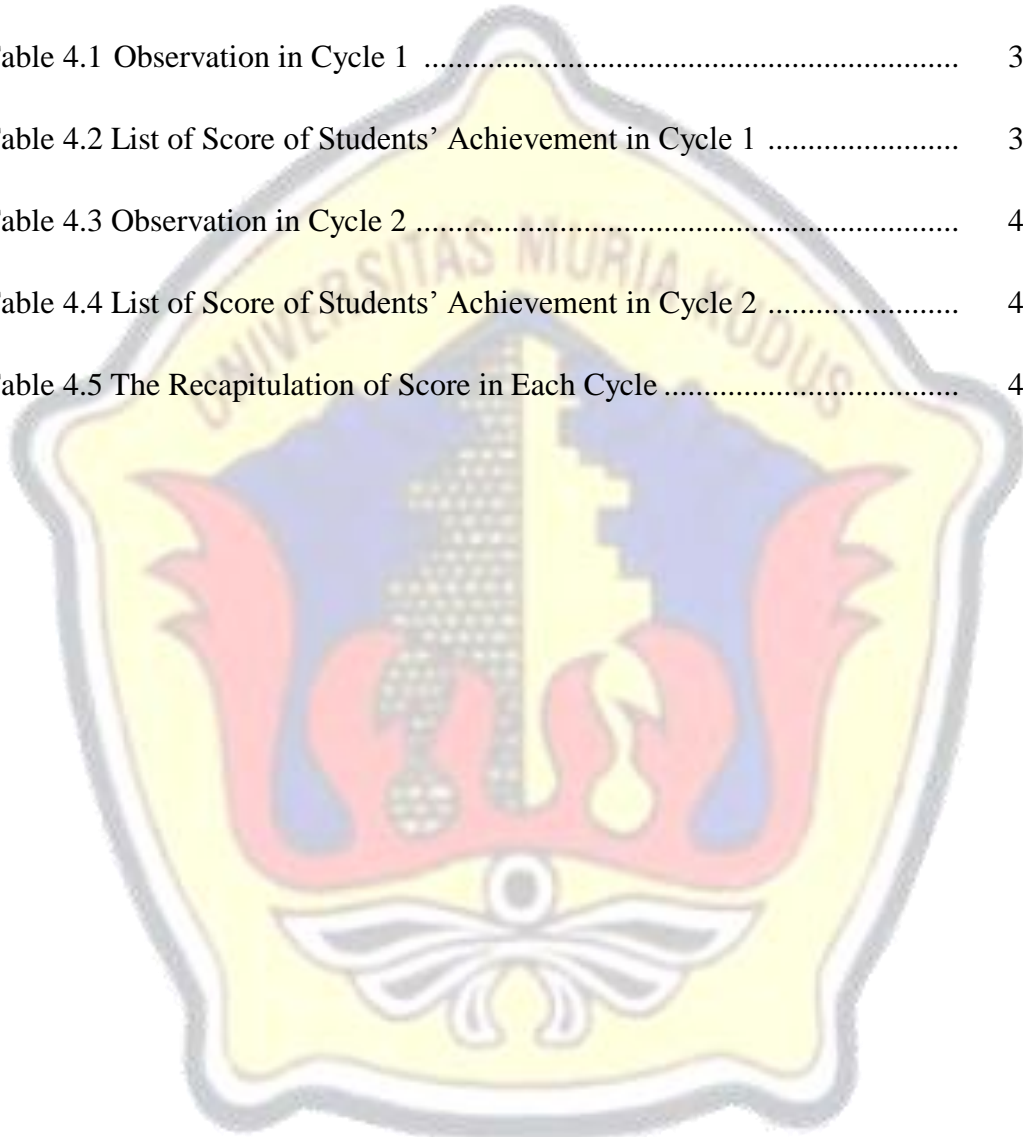
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